

Ramstein Middle School School Improvement Plan

Goal One	Goal Two
<p>By June 2011, all students will increase performance on targeted math skills using instructional interventions implemented in all curricular areas as measured by system-wide and school-based assessments. The targeted skills are computation and measurement.</p> <p>Interventions tracked via “CSP Goal Monitoring Form”</p> <p>Skill Interventions:</p> <ul style="list-style-type: none"> • Implementation of agenda and binder use • Communication with parents • Clear objectives and engaged students during class • 6 Tier math program • Data review for accurate placement in math classes • Scholastic Magazines for math • Small whiteboards and markers are in most classrooms for use with formative assessments. Training has been provided. • Technology access and training in math • Math skill focus in Creative Thinking <p>Recovery Interventions</p> <ul style="list-style-type: none"> • Math opportunities for struggling students are met through class placement in a math support class, Creative Thinking with math teacher or AM/PM Learning Academy w/ math tutor. • Zeros Aren’t Permitted without Intervention: When students do not complete work, the teacher provides a 	<p>By June 2011, all students will increase performance on targeted reading comprehension by using instructional interventions implemented in all curricular areas as measured by system-wide and school-based assessments. The targeted skills are vocabulary, inferenceing, analyzing and extracting meaning from written material.</p> <p>Interventions tracked via “CSP Goal Monitoring Form”</p> <p>Skill Interventions:</p> <ul style="list-style-type: none"> • Implementation of agenda and binder use • Communication with parents • Clear objectives and engaged students during class • Understanding and organizing information using visual thinking skills, notetaking, graphic organizers, summary writing, vocabulary development, and vocabulary focus • 50 minute reading class daily for 6th grade. • Emphasis on work in complete sentences, the battering ram to college • Emphasis and training on the importance of developing reading skills in all areas of non-fiction. • Efforts to increase class time spent meaningfully reading. • Creative Thinking class: <ul style="list-style-type: none"> ❖ 100% use of binders and weekly checks, SSR, seminar, critical thinking, writing activities, team building, vocabulary, etc.

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penalty until the work is completed.

- Admin sends out D/F notices to parents and we follow up with attendance at the Learning Academy and Saturdays if needed. Mandatory attendance.
- Counselors are involved with follow up of students with D/F
- Homework Club is offered 3 days per week, open invitation to all for a place to work.
- Many teachers work with students during lunch, AM or PM to ensure all work gets done. Once students realize they have to do the work during their play time, they choose to turn the work in on time.

Challenge Interventions

- Math challenge opportunities are met through class placement in accelerated math classes and Mathcounts Club.
- Teachers provide a rigorous curriculum in all classes.
- High school class expectations for homework completion and achievement are set and supported by admin. Students must get a “B” or higher to be recommended for the next class placement.
- Algebra plus Geometry for 8th grade for 16 students
- Online classes are used to provide additional rigor if needed.

Technology Interventions

- 100% of our teachers are using Gradespeed and all of our parents are connected. (School-Home Partnership)

- Increased books in IC for student use each year with an emphasis on non-fiction.

Recovery Interventions

- Same as math goal

Challenge Interventions

- Rigorous opportunities for the gifted students are met through differentiation in all classes.
- Teachers provide a rigorous curriculum in all classes.
- Online classes are used to provide additional rigor if needed.

Technology Interventions

- Use of BrainPop, United Streaming, and other web-based sites to support reading skills. These sites are also provided to parents for use at home and when the child is sick or traveling. (School Home Partnership)
- Students use email and digital lockers to communicate with teachers.
- Lesson plans and activities that support our initiatives are available on the common drive for everyone.

Targeted Subgroup:

- Read 180 and Rewards Reading
- Students with multiple D/F at the quarter
- 3rd and 4th Quartile Students
- Gifted Students and students needing challenge

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Grades are monitored by SPED, admin, ESL, and counselors.

- Use of BrainPop, United Streaming, and other web-based math sites to support math skills. These sites are also provided to parents for use at home and when the child is sick or traveling. (School Home Partnership)

Targeted Subgroup:

- 6th, 7th and 8th Grade Support Math Classes
- 6th, 7th, and 8th Grade Students in CT w/ math teacher
- Students with multiple D/F at the quarter
- 3rd and 4th Quartile Students
- Gifted Students and students needing challenge

Assessments:

- Local Assessment, Math (Grades: 6-8)
 - ❖ Administered: September and May
- *TerraNova*, Math (Grades: 6-8)
 - ❖ Administered: March
- Local Assessment: Computation Grades 6 & 7
 - ❖ Administered: September and May
- Local Assessment: Grade 8 Measurement
 - ❖ Administered: September and May
- Local Assessment: Grade level math placement test

Assessments:

- Writing Assessment (Grades: 6-8)
 - ❖ Administered: September
- *TerraNova*, Reading (Grades: 6-8)
 - ❖ Administered: March
- SRI (Grades: 6-8)
 - ❖ Administered: September and May
- Local Assessment: Grade 8 Reading
 - ❖ Administered: May